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ABSTRACT

This practicum was designed to reduce the frequency of disruption occurring in a class of emotionally disturbed students, aged 6-10. Objectives were to have the students remain on task and attentive to teacher instruction during 80 percent of a morning classroom session and to reduce the need for crisis intervention outside the classroom. Three specific strategies were implemented to enhance the token economy already in place: (1) classroom rules were displayed in the room, reviewed by the teacher, and rehearsed by the students daily; (2) each student kept an individual behavior chart to self-record appropriate behavior with weekly rewards; and (3) a group contingent free time method was initiated in the period of most frequent disruption, with the group being allowed to select a free-time activity if target behavior levels were achieved. Following implementation of the intervention strategies, disruptive behaviors were reduced to zero, with 100 percent on-task behavior. The need for crisis counseling was reduced from five times to two times the first week of intervention and became extinct during remaining intervention weeks and post-intervention. (JDD)

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Modifying Inappropriate Behavior of Emotionally Disturbed Students Ages 6 to 10 by Using Self-Monitoring and Group Monitoring Techniques

by

Carol Stetson

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NOVA UNIVERSITY

Modifying Inappropriate Behavior of Emotionally Disturbed Students Ages 6 to 10 by Using Self-Monitoring and Group Monitoring Techniques

by

Carol Stetson

Cluster 26 B

A Practicum I Report Presented to the Ed. D Program in Early and Middle Childhood in Partial Fulfillment of the Requirements for the Degree of Doctor of Education

Nova University

1988

PRACTICUM APPROVAL SHEET

This practicum took place as described.

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This practicum report was submitted by Carol A. Stetson under the direction of the adviser listed below. It was submitted to the Ed.D. Program in Early and Middle Childhood and approved in partial fulfillment of the requirements for the degree of Doctor of Education at Nova University.

Approved:

7-25-88
Date of Final Approval of Report

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TABLE OF CONTENTS

Page

TABLE OF CONTENTS ii

Chapter

I INTRODUCTION 1

Description of Community 1
The Writer's Work Setting 2
The Writer's Role and Responsibility 3

II STUDY OF THE PROBLEM 5

Description of the Problem 5
Evidence of the Problem 6
Causes of the Problem 7
Review of the Literature 7

III ANTICIPATED OUTCOMES AND EVALUATION INSTRUMENTS . . . 14

Goals and Expectations 14
Behavioral Objectives and Evaluation 14
Analyzing Results 15
Description of the Instrument 16

IV SOLUTION STRATEGY 17

Discussion and Evaluation of Possible Solutions 17
Description and Justification for Selected Solution 21
Report of Action Taken 23

V PRESENTATION OF RESULTS 25
Results 25
Interpretation of Results 28
Conclusions 29
Recommendation 30
Dissemination 30

REFERENCES 31

Appendices

A BEHAVIOR CHECK LIST 33

B CRISIS COUNSELING CHECK LIST 35

TABLE OF CONTENTS

		Page
C	SELF-REPORTING CHART	37
D	GROUP CONTINGENT FREE TIME CHART	39
E	CLASS RULES FOR GROUP ACTIVITY	41

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I gratefully acknowledge the assistance of Robin Kearns, Classroom teacher, who followed the intervention procedures completely. Her complete cooperation enabled the writer to fulfill the requirements of this project.

Carol Stetson

Carol Stetson

ABSTRACT

Modifying Inappropriate Behavior of Emotionally Disturbed Students Ages 6 to 10 by Using Self-Monitoring and Group Monitoring Techniques. Stetson, Carol, 1988: Practicum Report, Nova University, Ed. D. Program in Early and Middle Childhood. Descriptors: Multiply Handicapped / Classroom Management / Behavioral Checklist / Evaluation of Student Behavior / Emotionally Disturbed / Behavioral Management / Student Observation / Measurement of Behavior / Attention Deficit Disorder / Reward System / Teacher Consultation / Charting of Behavior

This practicum was designed to reduce the frequency of disruption occuring during the mid-morning period in a class of emotionally disturbed 6 to 10 year old students. The first objective was for the students to remain on task and attentive to teacher instruction 80% of the time during the morning classroom session. The second objective was to reduce the need for crisis intervention outside of the classroom to two or less during the morning classroom session. Strategies to enhance the token economy already in place were investigated. Three specific strategies were implemented. Classroom rules were displayed in the room, reviewed by the teacher and rehearsed by the students daily. Each student kept an individual behavior chart to self record appropriate behavior two times daily. A perfect score at the end of the week resulted in additional points added to the present token economy. In the period of most frequent disruption, a group contingent free time method was initiated. Group points were recorded every fifteen minutes for one hour. If no more than two points were lost in that time, the group could select a free time activity.

Behaviors were recorded preintervention, intervention and postintervention. Disruptive behaviors preintervention revealed 54 disruptions in one week. Postintervention week results revealed zero disruptions with 100% on task behavior in the morning session. The need for crisis counseling was reduced from five to two the first week of intervention and became extinct throughout the nine remaining intervention weeks and postintervention.

The results of this intervention strategy was very positive. It could not be determined by this study which of the three strategies was more significant in influencing these positive results. In combination rule review and rehearsal, self-monitoring and group contingent free time with the token economy was an effective classroom management tool.

CHAPTER I

INTRODUCTION

Description of Community

The school is located in a farming area that is approximate to urban industry. This area is not heavily populated in comparison to other areas of the state. Large industry along the river includes a chemical plant and a nuclear power plant with several small plants. The area along the river approximate to the industry is well populated with small cities and towns. Moving away from the river one finds marsh lands and farming communities.

The population consists mainly of people whose ancesters were English, German and Negro. Many welfare and single parents with a low economic status are concentrated in the urban areas.

The community is slow paced although moving through the area are two major highways, one of which covers the entire eastern seaboard. As one travels through this community, the changes in the season are well noted. The peach and apple orchards bloom in the spring, the fields begin to show new crops as the cows graze over the countryside. In the small towns near the marsh lands muskrat dinners have reserved tickets

handed down through the generations. As one nears the river the smells and smoke from the chemical and nuclear power plant begin to polute the air.

The Writer's Work Setting

The writer's work setting is a Regional Day School sponsored by the state and run by the County Vocational System. This state owned school is available to students from local school districts. Its purpose is to provide appropriate educational programs and services to the severely handicapped or low incident handicapped. Placement in these programs is made by the local school district child study team when it is determined to be the most appropriate placement for the student's development.

The major goal of the regional day school programs is to prepare the student for a life of minimal custodial care, independent learning, or for admission or re-admission on a shared-time, part-time, or full-time basis to other program settings.

The school has a population of ninety students maintained in eight classrooms. Eight teachers, each with one aide, form the basic teaching unit for the classes. Many classes have one or two additional one-on-one aides paid by the sending district for students with problems that need such care. A full time

nurse is on staff as well as a one and a one half time speech specialists, two physical therapists, two occupational therapists, one vocational teacher, a part time child study team and a building principal. The chief administrator is the superintendent of the County Vocational Complex with the director of special services in direct supervision.

This facility was built within the last ten years. It is barrier free and accessible to all handicapping conditions. Students are bused to the school from local districts.

An active parent association participates in many activities for the school. The facility is aesthetically pleasing and exudes the atmosphere of total student involvement. Activities planned for total participation may include poetry readings, talent shows, plays, musical presentations, family living activities, a bakery, a luncheon for faculty presented by the students, special olympics as well as daily academics.

The Writer's Role and Responsibility

The writer is a school psychologist on a non-traditional child study team. The responsibilities of the team emcompass various areas of the County Vocational System. The role differs from traditional

teams by providing direct service to vocational as well as the handicapped population. The area includes four school complexes, a vocational school, a special needs vocational school, a school for the emotionally disturbed or socially maladjusted and a regional day school for the multiply handicapped.

As a member of the child study team, the writer is responsible in the vocational setting of counseling, teacher consultation, review of admissions and conducting meetings with local districts. In the special needs complexes the school psychologist provides individual and group counseling as prescribed in the I.E.P. Admissions and the mainstream process into vocational programs is an important function. Communication with local sending districts, and human service agencies is on ongoing responsibility.

The child study team is considered to be part of the administration and also responsible for promoting good public relations with the local districts. Periodic news releases are expected as well as attendance at workshops and professional groups within the county.

CHAPTER II

STUDY OF THE PROBLEM

Description of the Problem

Classroom management techniques became ineffective by midmorning in a classroom of emotionally disturbed students ages 6 to 10. The morning began with structured group time, a spelling assignment that included copying work from the board and individual seat activities in spelling. During these activities the students worked quietly with a minimum of disruption.

From 10 a.m. to 11 a.m. the routine changed, the teacher conducted four reading groups as the remaining students worked on individual math got up from their seats to check their work with the teacher aide. During this period they tended to become increasingly disruptive. It began by kicking another student's chair or desk, punching another student in passing or calling out to others. This behavior spread through the class resulting in one third or more of the classroom becoming disruptive. The more distractible students became inappropriately out of their seat,

teasing others which resulted in horseplay or fighting. Within this atmosphere students were not attentive to teacher instruction and failed to complete their assignments.

The students in this classroom were monitored by a behavioral point system. This disruption caused them to lose points. If the disruption continued the student might be removed from the class to the time-out room, to a counselor or to the principal depending upon the severity of the problem. Despite these interventions disruption continued to occur during this time frame each day.

Evidence of the Problem

A review of the teacher's record of the present point system revealed a significant increase in disruptive behaviors by mid-morning. During the 9:00 to 9:30 morning group activity, approximately one disruption might occur. This was easily dealt with and did not carry over to other students. During seat work in spelling from 9:30 to 10:00 there were little to no distractions occurring. The critical time occured at the 10:00 to 11:00 period when the teacher was occupied with reading groups as the remainder of the class worked on math seat work. Disruptions could occur on an average of fifteen per one hour period with

approximately six disruptions resulting in removal from the classroom for counseling or time-out.

Causes of the Problem

This classroom time period requireed the students to be more responsible for their own behavior. The teacher was occupied with the reading group. The students were working on their own individual math assignment thus not as closely supervised. The teacher aide was occupied with helping individual students with their math.

The behavioral system presently in place was not an adequate incentive to influence the more distractable students during this period. When these negative behaviors escalated they tended to influence other students. Escalation of these behaviors was not directly influenced by crisis intervention. Although intervention might occur, it did not appear to have a carry over influence on future behaviors.

Review of the Literature

A review of the literature was conducted to discover possible management methods that would create a more positive classroom atmosphere throughout the day. A concentration of literature that addressed

behavioral management in addition to a token economy was reviewed

Daily rule review and rehearsal: The theory that using the token economy does not achieve maximum effectiveness without additional techniques has been studied by Rosenberg (1986). Since the technique of the token economy has many variations its flexibility causes problems in implementation. His research incorporated the use of daily rules review and rehearsal added to a student token economy. Rosenberg (1986) found that rules were not fully internalized by the student but dependent upon teacher directed reviews and prompts.

Group Contingent free time: Group goal setting with reinforcement has been found by Allen, Gottselig and Boylan (1982) to decrease student disruptive behavior. This group method awarded points every five minutes when no disruption occured. Each point was counted for a minute of activity time at the end of the lesson. Another study by Young (1982) successfully used group reinforcement to increase on-task and rule following behavior. This study was conducted in a third grade class that included students with behavior problems. The class discussed the rules, set the goal, planning an activity after the lesson if the goal was

met. Group contingent free time has been found to be an effective classroom management technique.

Self-management: The theory of self-monitoring and peer monitoring has been investigated and found to be an effective technique in classroom management. The incorporation of self-management skills to improve independent work habits was proposed by Hughes, Ruhl and Peterson (1985). They state that completion of independent seat work by the student is a common problem in the classroom. Hughes et. al. propose a method that teaches self-recording, self-evaluation and self-reinforcement to the students. This study reveals an increase in seat work, on task behaviors and a reduction in disruptive behavior. Initiating self-evaluation techniques can have a positive influence on the student's ability to become more responsible for their own behavior according to a study by Polirstok (1987). Results of her study revealed a decrease in out-of-seat behavior, a decrease in inappropriate verbal behavior and increased task completion. The effects of peer monitoring and self-monitoring on kindergarten students was conducted by Fowler (1986). He found that peer monitoring can reduce inappropriate behavior and increase participation. A change to self-monitoring did not have as significant an effect as peer monitoring.

Fowler's (1986) results suggest that peer-management and self-management strategies offer a viable alternative to more traditional classroom management strategies when paired with teacher supervision and appropriate training.

Reinforcing low rates of responding: Inappropriate behavior not successfully reduced by the token economy has been studied by Burns (1974). The use of reinforcement for low rates of responding was initiated. This procedure produces a reinforcer if the response is less than, or equal to, a prescribed limit. The results of this study show that unacceptable classroom behavior can be reduced by reinforcing low rate of responding avoiding the use of more aversive classroom controls.

Punishment as a deterrent to inappropriate behavior: The use of punishment as a deterrent to future inappropriate behavior has been researched and advocated by some authors. The effects of social reinforcement and isolation on inappropriate behavior was investigated by Sibley (1967). Desirable classroom behavior was rewarded with teacher attention. Inappropriate behavior was ignored while unacceptable behavior resulted in isolation. The results revealed that the student's inappropriate and unacceptable behaviors decreased with isolation but did not decrease

significally when ignored. Broaten, Simpson, Rosell and Reilly (1988) discuss the pros and cons of punishment as an effective and necessary behavior management tool. They advocate the use of punishment as an effective and necessary technique when used correctly. Punishment should be used in addition to well planned instruction and reinforced positive behavior. Children must be taught the consequences of bad behavior, punishment will inhibit and reduce these behaviors in the future.

Teaching social skills: Changing the emphasis from what not to do to emphasing appropriate social skills has been addressed by McGinnis, Sauerbry and Nichols (1985). They theorize that students with behavorial disorders have not learned or acquired socially acceptable alternatives through incidental learning. Development of skill streaming methods teach deliberate socially acceptable methods of meeting needs to behaviorally disordered children. Gresham (1984) states that educators need to refocus their goals from straight academics to the development of social competencies, peer acceptance, teacher acceptance and positive peer interaction. Larson and Gerber (1987) researched the effects of social metacognitive training with adolescents. The subjects were learning disabled, low achievers and incarcerated delinquents. Their

investigation showed evidence that "simultaneous training of specific metacognitive awareness and metacognitive control skills may be both a general and a powerful intervention method".

Full service approach: A total program approach (Proller, 1984) The Teaching/ Outreach/ Parent Involvement/ Skill Development Program was reviewed. This full service approach contains six components:

1. A highly structured academic program,
2. A classroom behavior management system,
3. Progress reviews and anecdotal behavior records for every student,
4. Parent training/support groups,
5. Individual and group counseling therapy.

Through this program students evidenced statistically significant improvement in classroom functioning and behavior.

Teacher Consultation: A study by Ford & Rosenfield (1980) reveals that teacher consultation and orientation can be more effective than direct service to particular students. Observation and consultation by the school psychologist with the teacher on classroom management techniques resulted in a reduction of negative classroom behavior. A restructure of classroom activities, including the students in decision making with positive teacher reinforcement for

good behaviors resulted in a decrease in classroom problems. Student's learning and instruction increased. Intervention in the classroom as a group produced more positive results than concentration on intervening with one or more particular children.

The review of literature reveals intervention methods that increase the effectiveness of the token economy. The present problem occured in an intermediate classroom of emoticnally disturbed students age 6 to 10 with a token economy system in place. Classroom disruption increased by mid morning causing students to become off task, failing to complete assignments.

CHAPTER III

ANTICIPATED OUTCOMES AND EVALUATION INSTRUMENTS

Goals as Expectation

An atmosphere that is conducive for each child to learn at an optimal rate is of great importance to all educators. The first goal of this practicum was to reduce the frequency of disruption occuring during the mid-morning period in a class of emotionally disturbed 6 to 10 year old students. The second goal was to create a more positive atmosphere that increased student time on task and appropriate teacher instructional time.

Behavioral Expectations

Although the token economy system for behavioral management was part of the classroom management, literature suggests additional methods to support the system. A classroom population of emotionally disturbed students can be difficult to manage. This particular class was capable of appropriate behavior as evidenced by their attentiveness the first part of the morning. The following objectives appeared reasonable after consideration of the literature studies and classroom observation.

The first objective was for the students to remain on task and attentive to teacher instruction 80% of the time during the morning classroom session. The number of disruptions were recorded on a behavior check list (see Appendix A) every fifteen minutes in the a.m. session preintervention, during intervention and postintervention to evaluate the effectiveness of the intervention strategy. The information gathered on the check list during intervention included the student's initials which indicated any particular problems within the group.

The second objective was to reduce the need for crisis intervention outside of the classroom to 2 or less during the morning classroom session. The number of crisis interventions was documented on a check list by student initial (see Appendix B) preintervention, intervention and postintervention to evaluate the effectiveness of the intervention strategy. The information gathered during intervention indicated few individual problems that this strategy did address.

Analyzing Results

The results of the preintervention, intervention and postintervention behavioral check list was compiled to determine evidence that students reached a level of 80% attention during the morning session. The results

were recorded on a graph that showed the number of the interventions per week and indicated preintervention, intervention and postintervention. The results indicated a weekly number of disruptions preintervention week, a ten week intervention weekly numbers and a postintervention week number.(see Appendix A)

The results of the teacher documentation of crisis intervention was recorded to indicate the number of disruptions with the results recorded per week on a graph indicating preintervention, intervention and postintervention. The graph showed if the intervention resulted in two or less referrals during the morning session. These results indicated the weekly numbers for the preintervention, the ten weekly interventions and the postintervention week numbers.(see Appentix B)

Description of the instrument. The results of the intervention were recorded on a graph. The vertical line indicated the number of disruptions, one to fifty four. This information was based upon the morning session. The horizontal line on the graph was coded to indicate preintervention, intervention and postintervention.

CHAPTER IV

SOLUTION STRATEGY

Discussion and Evaluation of Possible Solutions

Creating a positive learning environment has often times become a challenge within a classroom population of emotionally disturbed students. Basic to this management is the token econony system. The review of literature disclosed additional metthods that have been successfully added to the token economy. A daily review and rehearsal of rules by the teacher has been found to be effective by Rosenberg (1986). Teacher directed reviews and prompts enable the students who find it difficult to internalize these rules to remember. The subjects in this study displayed signs of distractability and short attention spans. It may be reasonable to assume some could not internalize the rules on a day to day routine.

The importance of peer pressure on the student in this age group has been a factor in studies conducted on classroom management. Setting group goals (Allen, et. al., 1982 and Young, 1982) while earning points as a group has been effective in modifying the more disruptive students in the group. The group plans the reinforcer and must perform positively to be allowed the free time activity. This group technique has good potential for the elementary age group.

A basic goal in education is to teach the students to monitor their own behaviors. To internalize the rules and to be able to use conduct appropriately for good social development is an important part of their education. The investigation of self-management techniques by Hughes et.al., (1988), Polirstok (1987) and Fowler (1986) were shown to be effective techniques for behavior management. The students become more responsible for their own work and behaviors. This method fosters independence and a feeling of responsibility to self that is not always stressed in the token economy.

To modify very difficult individual behavior problems, Burns (1974) found that low rates of responding could be reinforced to produce change. This method addresses the problem of one very difficult student but does not seem appropriate for a group that does have periods of compliance to the rules.

The use of punishment to inhibit bad behaviors and to show the consequences of this behavior is advocated by Broaten et. al., (1988) and Sibley (1967). They stress that punishment will inhibit and reduce future behavior. Sibley (1967) found isolation was effective in reducing inappropriate behavior. Punishment is used in the present problem classroom but fails to inhibit

behavior from occuring at the same rate and time in the future.

Changing the emphasis from "what not to do" to "the how to be appropriate socially" is advocated by McGinnis et. al., (1985). Incidental learning does not always occur naturally, some children need to learn and practice social skills. Educators need to refocus more on (Gresham 1984) social competencies for better interactions. Gerber (1987) states that teaching social awareness and control can be a powerful intervention method.

A full service approach (Proller, 1984) was reviewed. This approach dealt with similar types of students. Two interesting points to consider in addition to what is presently in place were a bus management system and an organized parent training group. Although not addressed in this problem these students in this project did experience inappropriate bus behavior.

Classroom observation and consultation can be more effective than direct student service in changing classroom behaviors. Ford et. al., (1980) found that intervention with the classroom as a group produced more positive results than concentration on one particular child. The present problem will be addressed using the group observation and consultation.

This review of literature reveals important techniques to use for intervention during the noted periods of disruption within the classroom. To ensure that each student is aware of the expectations set for the classroom rule review and rehearsal would be an easy technique to incorporate into the classroom activities.

Using peer pressure during the time when disruption historically occured may be effective with this age. Group contingent free time as suggested in the literature has the possibility of positive student appeal allowing the group to make decisions.

A practical as well as effective technique as reviewed in the literature is self recording. Making the students responsible for behavior tends to help them to begin to internalize their control. These students are at the age where it is becoming increasingly important for them to be able to self-monitor their responses to the environment.

The use of punishment as advocated by some authors in the literature has not been effective in this situation. Time out and outside intervention resulted in the removal of the disruptive influences but did not carry over to the next class session. Behaviors were not modified only contained.

Teaching social skills, as advocated in the reviewed literature, is a positive approach, it is already addressed in group counseling. Although an excellent idea for the classroom, its effects were too long range for this project.

A method to reinforce low rates of responding was reviewed in the literature. This appears to be necessary in extremely difficult cases. The students in this study were maintained except for a particular class time.

This proposed strategy involved teacher consultation. It did not focus on any particular child but on the group as a unit. The literature supports that group intervention can produce more positive results than working with one child.

Description of Selected Solution

The selected solution to the problem of modifying inappropriate behavior of emotionally disturbed students age 6 to 10 that occurs midmorning included three strategies. The first strategy was to expand on the teacher review of the classroom rules and added rehearsal of student feedback to show their understanding. The rule review included the present token system, the intervention reinforcement and the intervention self recording.

The second strategy initiated a method for the students to record their own behavior. The present token economy system awarded a maximum of 100 points each day. The chart was recorded by the teacher and kept on the student's desk. The second strategy reinforced the present system. The student had a personal chart displayed on his/her desk, it was divided into a.m. and p.m. (see Appendix C). The teacher asked the students who had perfect points, they then went to her desk for a stamp to stamp their chart. This activity occured at 11:15 and 2:15. If the student had ten stamps for the week, they earned 50 extra points to add to the token economy in place.

The third strategy involved the group during the problem time from 10:00 to 11:00. The group discussed with the teacher the free time activity to be used if they earned at least 18 points within that time frame. The teacher put four blocks on the blackboard. She used a timer set at fifteen minutes. When the timer went off she awarded up to five points within the blocks for behavior every fifteen minutes. Twenty points was the maximum score. A set of five rules were displayed on a large chart during this period. The teacher reviewed the rules (see Appendix D) for earning points.

These three strategies were selected to reinforce the token economy system in place. A group strategy during the problem time encouraged peer pressure and a reinforcement of the classroom rules.

REPORT OF ACTION TAKEN

Week 1

1. The teacher recorded on the behavior check list (see Appendix A) all disruptions during the morning session for five days. The recording was every fifteen minutes.
2. The teacher recorded on a check list all crisis interventions including time-out room, counselor and principal intervention during the morning session (see Appendix B). The recording was every fifteen minutes for five days.
3. The writer discussed and reviewed the procedure for self-recording, group free time and rule review with the teacher.

Week 2

1. The teacher initiated the new self-recording technique.
2. The teacher initiated the group free time period between 10:00 and 11:00.

3. The teacher reviewed and rehearsed the classroom rules including the new procedures.
4. The teacher continued to record on the check list disruptions and crisis counseling using the students initials to identify those having difficulty.

Week 3 - 11

1. The teacher continued the self-recording strategy.
2. The teacher continued the group free time strategy.
3. The teacher continued rule review and rehearsal.
4. The teacher continued to record disruptions and crisis counseling using the student's initials to identify those having difficulty.

Week 12

1. The teacher recorded disruptions and crisis counseling every 15 minutes during the a.m. session to establish postintervention data.

CHAPTER V

Presentation of Results

Results

The results of this practicum revealed that additional methods to support the token economy system for behavioral management can enhance its' effectiveness. The first objective was for the students to remain on task and attentive to teacher instruction 80% of the time during the morning session. During the preintervention week the teacher recorded 54 disruptions. The first week of intervention recorded a total of 14 disruptions. The following 2, 3, 4 and 5 weeks of intervention the disruptions went to an average of 7 per week, weeks 6, 7 and 8 recorded an average of 3 weekly disruptions, weeks 9, 10 and postintervention recorded no disruptions. The level of attention was raised to 100% after ten weeks intervention (Table I).

The second objective was to reduce the need for crisis intervention outside of the classroom to 2 or less during the morning classroom session. Preintervention revealed four crisis interventions, 3 by the same student, over a period of one week. The first week of intervention revealed 2 crisis. After the first week of intervention there was no further need for crisis intervention throughout and including the postintervention period (Table II).

Table 1

Students will remain on task 80% of class time

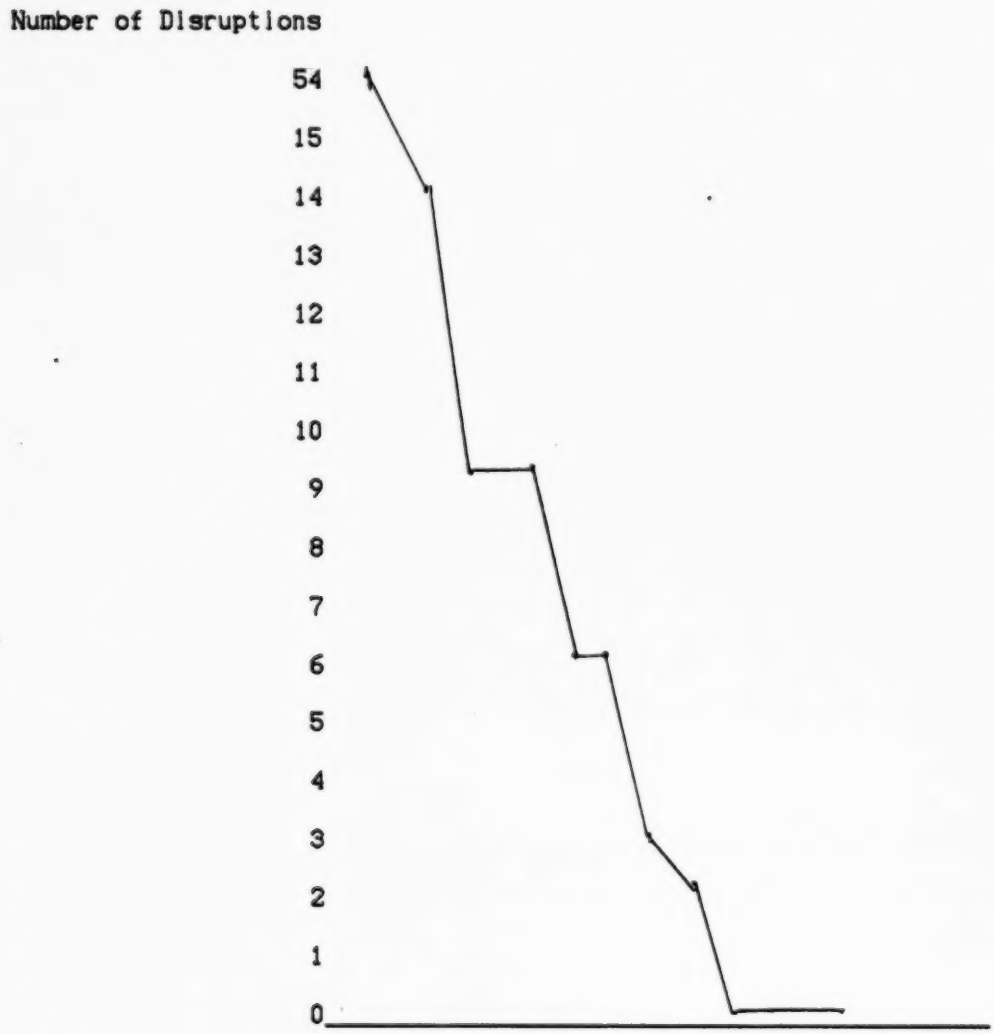
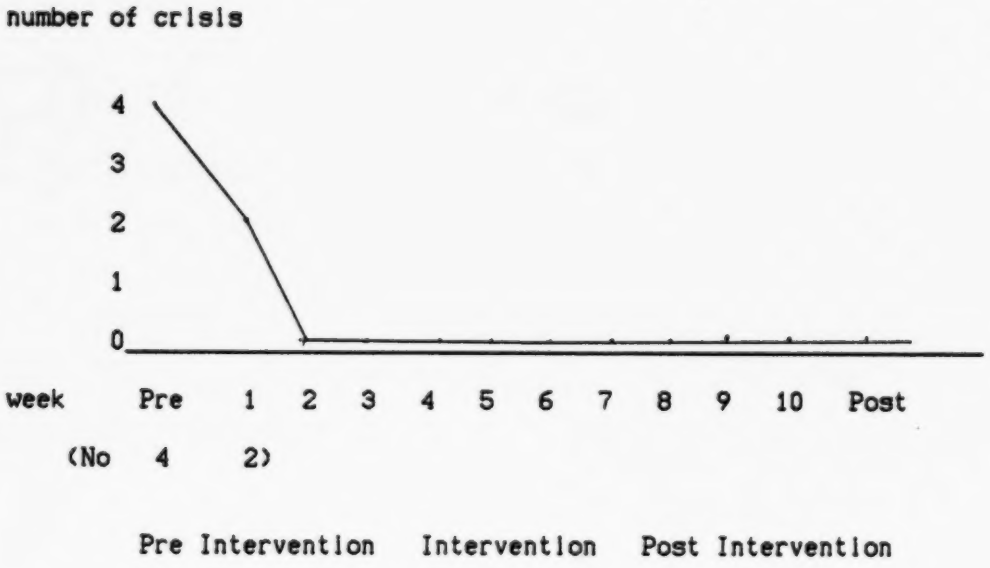


Table 2

The need for crisis intervention will be reduced to 2 or less.



Interpretation of Results

A combination of strategies was attempted in a classroom of emotionally disturbed children ages 6 to 10 that resulted in a positive atmosphere, increasing student time on task and appropriate teacher instructional time. The methods used were a rehearsal of classroom rules each day, a self-monitoring chart posted on the outside of the student's desk and a group contingent-free-time.

Discussion with the teacher revealed that all three strategies were important to the success of the intervention. The review of rules, (Rosenberg, 1986) which were posted in the room, was helpful to reinforce the classroom standards. The students when using the self-monitoring charts (Hughes et. al., 1988, Polirstok, 1987 and Fowler, 1986) were able to think about their behavior. They enjoyed rewarding themselves by using the stamps to record perfect behavior two times a day. The group contingent free time period (Allen, et. al., 1982 and Young, 1982) in which the group usually elected to go outside was a strong group pressure technique. The students reminded the teacher to record their points every fifteen minutes. The unfortunate student causing the group to lose points was reprimanded by the class. Eventually

those disruptive students, with pressure from the class, learned to modify their behavior.

The teacher was enthusiastic with the positive results of this intervention. She plans to incorporate these methods beginning in September as part of her classroom management.

Conclusion

It was evident that this classroom using a token economy system could not maintain appropriate behavior during the entire morning session. Periods of seat work and group reading that were not so well structured appeared to be problem times for the students. A change in classroom management with emphasis on the problem time resulted in appropriate behavior maintained for the entire morning session. The methods used were simple to incorporate and a minimum of teacher time was used to implement. In comparison to the time off task by student and teacher when disruption occurs the benefits from this solution created a more positive atmosphere that increased student time on task and appropriate teacher instructional time.

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APPENDIX A

BEHAVIOR CHECK LIST

Date: _____

BEHAVIOR CHECK LIST

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
9:00					
9:15					
9:30					
9:45					
10:00					
10:15					
10:30					
10:45					
11:00					
11:15					

APPENDIX B

CRISIS COUNSELING CHECK LIST

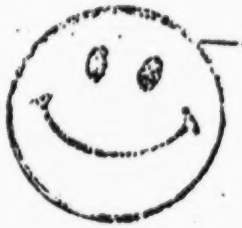
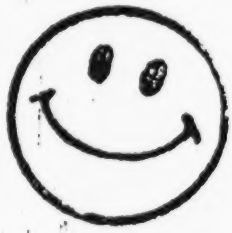
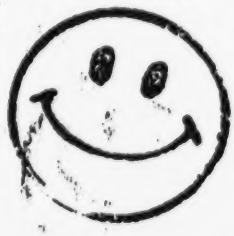
GROUP CONTINGENT FREE TIME

WEEK	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
2					
3					
4					
5					
6					
7					
8					
9					
10					
11					

APPENDIX C

SELF-RECORDING CHART

_____ Good Behavior Chart

Day	a.m	P.m
Monday		
Tuesday		
Wednesday		
Thursday		
Friday		

APPENDIX D

GROUP CONTINGENT FREE TIME CHART

Date:_____

CRISIS COUNSELING CHECKLIST

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
9:00					
9:15					
9:30					
9:45					
10:00					
10:15					
10:30					
10:45					
11:00					
11:15					

APPENDIX E

CLASS RULES FOR GROUP ACTIVITY

CLASS RULES

1. I will stay in my seat.

2. I will raise my hand.

3. I will complete my classwork.

4. I will use respectful language and actions.

5. I will ignore the bad behavior of others.